

The background is a solid teal color with a fine, woven texture. It features several thin, white, curved lines that sweep across the frame, creating a sense of movement and design. These lines are most prominent in the top-left and bottom-right corners.

# *Form Follows Function: Creating the Conditions for Teachers to be Model Learners*

*Shelly Mogul, Auburn School Department*

# Auburn's Vision - Staff

- \* **Our staff members are model learners, and collaborative educational leaders.**

- \* Our staff members:

- \* Work with colleagues, other professionals and community members to research, identify, assess, develop, and refine their craft.
- \* Are knowledgeable, skilled, responsive professionals who work with students to set learning goals, identify customized, individualized learning experiences, coach, support, and assess progress and performance.
- \* Create environments where it is safe to innovate and take risks, and where high expectations challenge and motivate.
- \* Demonstrate that reflection, creative thinking, and innovation are valued.

# Challenges to Reaching Our Vision

- \* Much new learning for staff
- \* Limited time and resources
- \* Varying levels of buy-in and willingness to change
- \* A need to build a new common language and understanding of the work
- \* *As we were working to build capacity in our teachers, we were observing some new things about learning as we implemented proficiency-based approaches with our students.*

If we provide students with clearly articulated learning targets...

**Learning Targets**

**DATE:** Tuesday, March 11, 2014

**MATH:**

- I can multiply using lattice and traditional models.
- I can recall my  $\times/\div$  facts quickly.

**I:** I can write numbers 1-500.

**H&A:** I can write numbers 1000-3000

**READING & WRITING:**

- I can identify important people in my life and provide at least one reason.
- I can draw a picture to support my ideas

**FLG GROUP:**

Using my reading strategies

- I can read fluently and comprehend the story.

03.10.2014

Enali

● I can identify information in biographies and sequence events using an organizer

● I can review multiplication and division facts.

3/11/14 03.10.2014

Name: Mrs. Dube

The trtl

2 ☺ ☺

Name: Mrs. Dube

The trtl is huge.

3 ☺ ☺ ☺

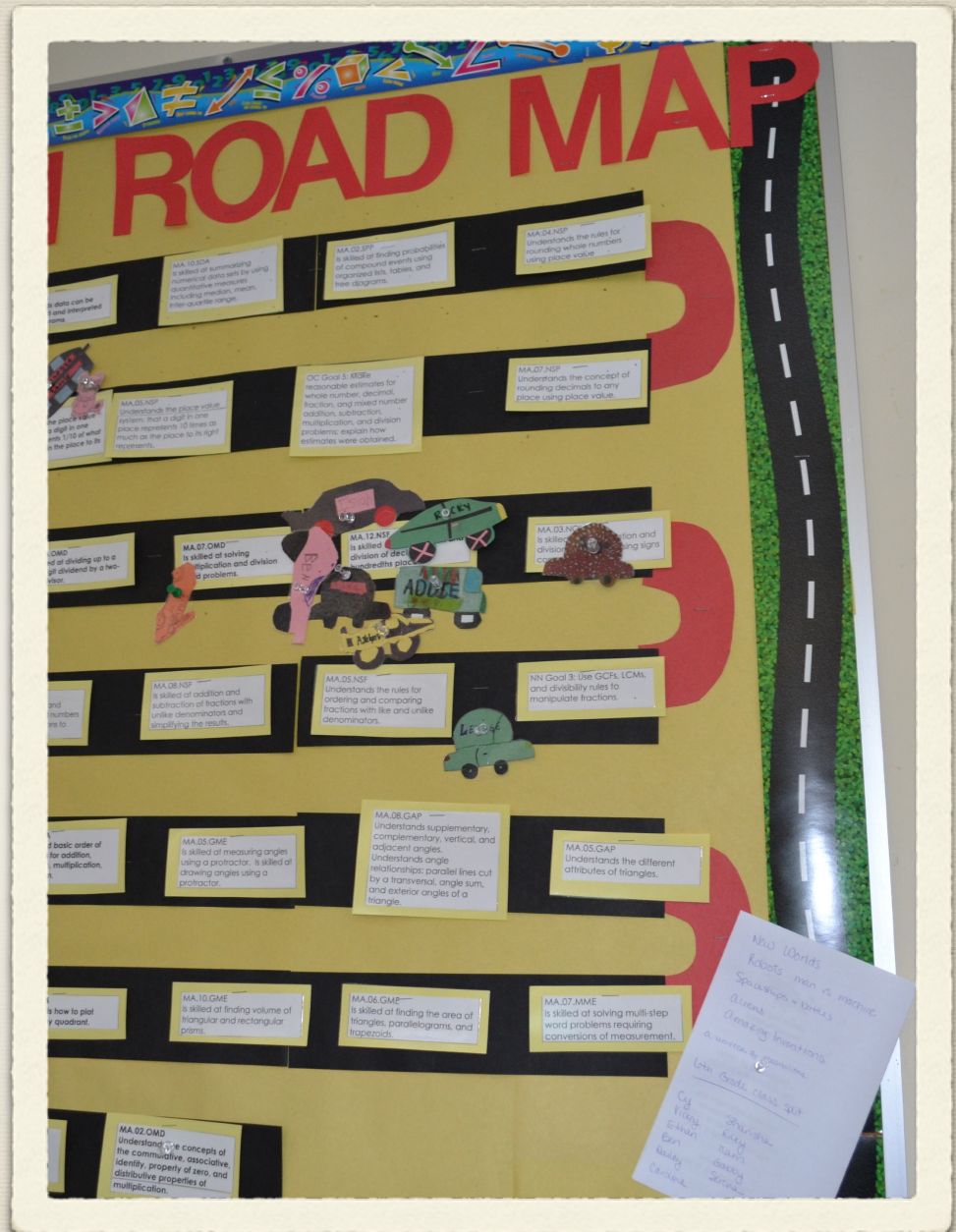
Name: Mrs. Dube

4 ☺ ☺

*...then they know what  
they're aiming for*

AND

*can articulate what they are  
learning, not just what they  
are doing*



*If we provide students with frequent, formative feedback on their progress...*

### CHECKLIST FOR EDITING MY WRITING:

- 😊 = I have done this and it is my very best work.  
😐 = I have done this, but it is not my very best work.  
☹ = I do not have this in my story yet.

Did I...	Me	Ms. Mitchell
1 check the punctuation? (?./!/""')	😊	😊
2 check that uppercase letters are where they are supposed to be? (ThE BoY wAs sAD.)	😊	<del>😊</del> 😊
check that the words look right and use my word wall? (bcuz... because)	😊	😊
check that my sentences make sense?	😊	😊
check spacing? (Theboy was sad.)	😊	😊

2 Check that you have an uppercase letter at the beginning of every sentence. 😊

*...then they know;*

- *how close they are to their learning target*
- *where to go from there*
- *what progress they've already made*





# Student Self Evaluation

Name: Hannah Date: 2-24-14



		never	some- times	always
1	I talk to other students in a kind way.			
2	When other students talk, I listen.			
3	I let other kids learn by not distracting them.			
4	I follow my teachers' directions the first time.			
5	I am polite and respectful to all students and adults.			
6	I raise my hand to ask and answer questions in class.			
	I begin and finish my work on time.			
	I take my time doing my work and try my hardest			

*If students self assess their proficiency...*

I raise my hand to ask and answer questions in class.	☹	☹
I begin and finish my work on time.	☹	☹
I take my time doing my work and try my hardest.	☹	☹
I ask for help when I don't know what to do.	☹	☹
My work is always neat and I use my best handwriting.	☹	☹

What do I think I could do better?

begin and finish my work on time

*...then they can set meaningful goals and take more control of their learning*

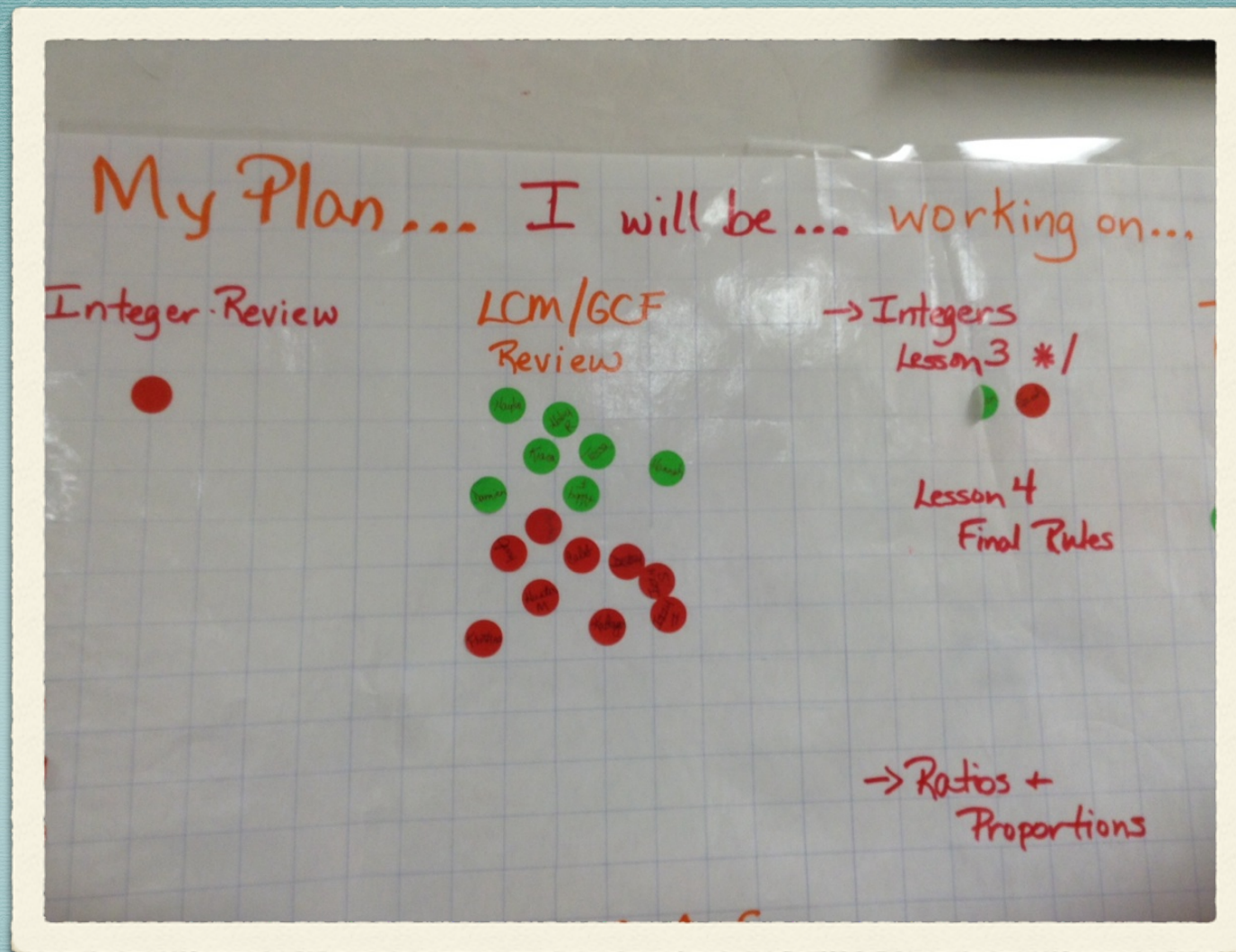
Operations:  
Multiplication  
  
LEVEL 1

I can understand how to draw an array or picture to solve multiplication.

I can understand the relationship between skip counting addition and multiplication.

I can solve basic word problems with equal groups using multiplication.

03.11.2014



*If we give students voice and choice;*

- in the ways they learn*
- in how they demonstrate their proficiency*
- **not** in what they learn...*



*...then new learning opportunities arise*



*As we started to see the effects of proficiency-based learning with our students, we began to ask ourselves the following question...*

***“What would happen if we applied these principles to our adult learners?”***

# Clearly Articulated Learning Targets

- \* Teachers were engaged in initial training sessions meant to build common language and understanding.
- \* We identified and articulated the learning targets from the training for teachers.
- \* As we jumped into the work of changing classrooms, we created a roadmap for teachers outlining the path of change ahead.

## Phases of Introducing Customized Learning “Form Follows Function”

	<b>Awareness Phase</b> (In the Traditional System)	<b>Classroom Culture Phase</b> (In the Traditional System)		<b>Instructional Design Phase</b> (In the Traditional System)	<b>Instructional Delivery Phase</b> (In an Evolving System)	<b>Structure Phase</b> (The New System)
	<i>In this phase, staff will:</i> <ul style="list-style-type: none"> <li>• Complete “Own the Learning Training” (RISC)</li> <li>• Become familiar with Vision 2020 (Auburn’s</li> </ul>	<i>In this phase, staff will:</i> <ul style="list-style-type: none"> <li>• Complete “Classroom Design &amp; Delivery Training” (RISC)</li> <li>• Make vision and mission an</li> </ul>		<i>In this phase, staff will:</i> <ul style="list-style-type: none"> <li>• Use a common language of instruction (Art &amp; Science of Teaching Framework)</li> <li>• Organize instruction around</li> </ul>	<i>In this phase, staff will:</i> <ul style="list-style-type: none"> <li>• Use a common language of instruction (Art &amp; Science of Teaching Framework)</li> <li>• Explore ways to allow for</li> </ul>	<i>In this phase, staff will:</i> <ul style="list-style-type: none"> <li>• Implement proficiency based grading practices and structures</li> <li>• Develop multiple pathways</li> </ul>

*If we provide teachers with clearly articulated learning and implementation targets...*

**Learning Target:**  
**Creating Procedural efficiency in a learner-centered culture.**  
**(Goal 3)**

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Teacher identifies possible classroom inefficiencies and creates standard operating procedures to address them.

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Teachers design structured opportunities for students to design and deploy standard operating procedures (SOPs) in the classroom.

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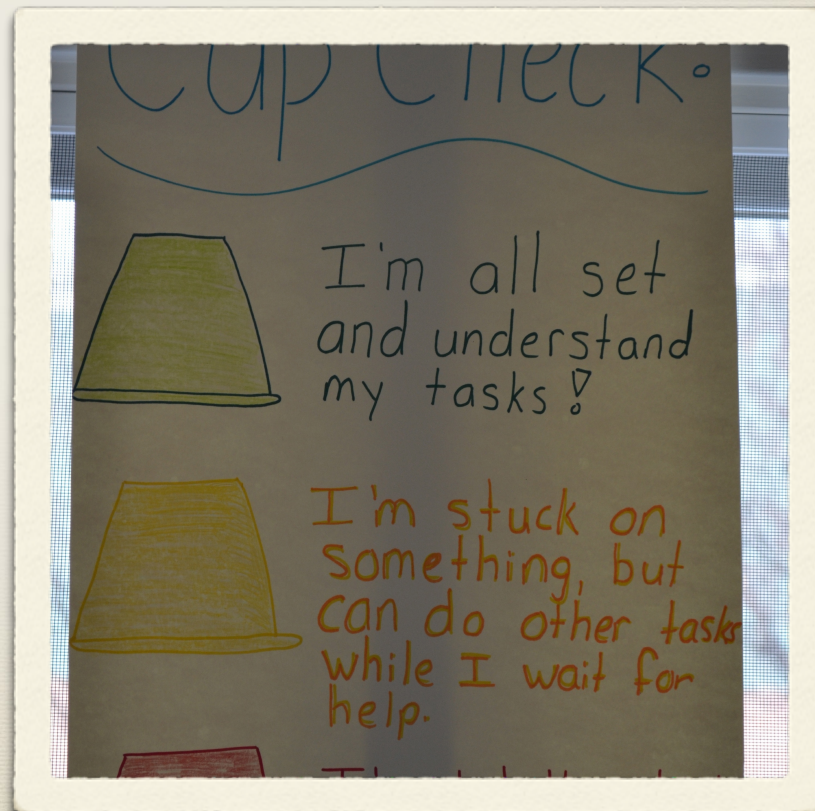
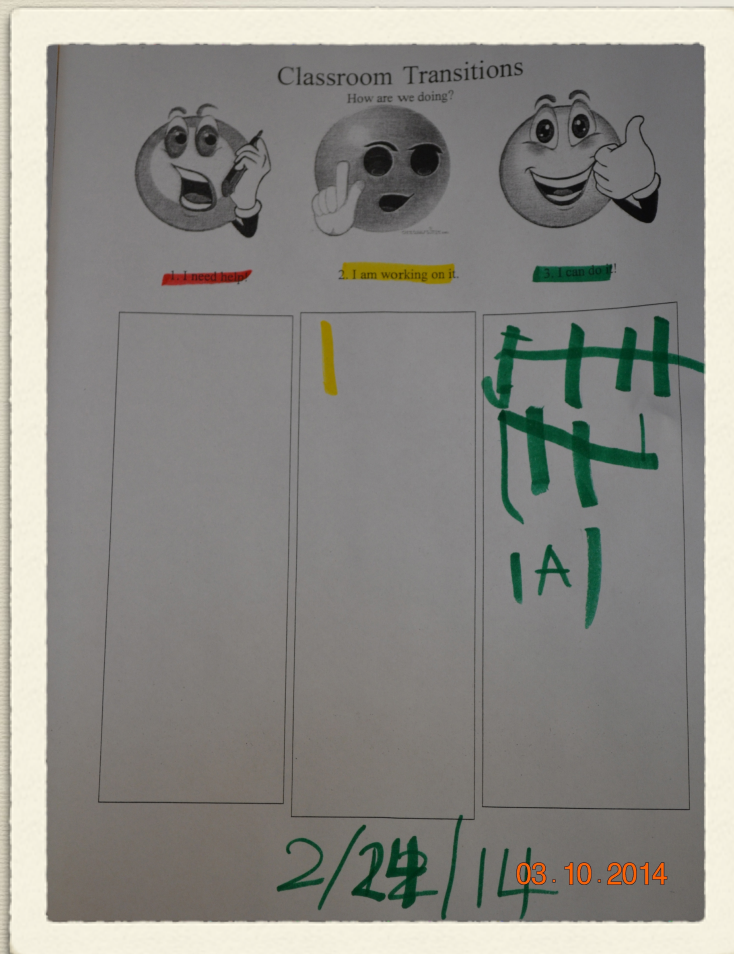
Teachers use appropriate tools to design and deploy student-created SOPs (ex: brainstorm, power-vote, flowcharts).

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Teachers consistently collect and use student feedback (through parking lot, plus/delta, student questioning, etc) to monitor the effectiveness of SOPs and revise and/or retire them

as necessary

*...then they know what their  
classrooms should look like,  
can articulate the changes they are  
making  
AND  
they know where they are headed.*



# Frequent Formative Feedback

- \* With clear learning targets in place, we worked to give criterion-referenced feedback to our teachers.
- \* We used multiple approaches to provide feedback
  - \* coaching (external and internal)
  - \* peer feedback
  - \* student feedback
  - \* outside visitors

\* *If we provide teachers with frequent, formative feedback on their implementation...*

\* *coaching*

\* *opportunities for reflection*

\* *peer observation and feedback*

\* *feedback from students*

# Self-Assessing

- \* Self-assessment has become a regular part of teacher reflection.
- \* Teachers are developing and using capacity matrices with their students and we are using them with teachers.
- \* Self-assessment data plays a role in designing staff development.
- \* We stress that as we learn new approaches, it's alright to not be proficient, as long as forward progress is being made.

## Teacher CDD Capacity Matrix Self-Assessment

Please choose whether you are emerging, partially proficient, proficient or advanced for each statement under each learning target. The statements come directly from the teacher capacity matrix for each CDD goal. This self-assessment will allow the instructional coaches to support the goal of the Edward Little staff being proficient in CDD by June.

### #1: Creation of a learner-centered culture.\*

	Emerging: Gaining awareness.	Partially Proficient: Understand the basics.	Proficient: Routine use.	Advanced: Mentor or coach others.
I can articulate the four components of the school/district shared vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I align program and practices to school/district vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use tools to involve student voice in the creation of a learner-centered culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have unpacked the school-wide code of cooperation with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use the school-wide code of cooperation to guide classroom practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*If teachers self assess their proficiency...*

	<u>IPath</u> <u>Alignment</u>	Strengths/Implementation	Next Steps
<b>Goal #3: Create Learner- Centered Culture</b>	SV.SV.02	<u>CoC</u> and SV present, with strong student ownership of the creation of and/or understanding of what they meant and how they help them as a class, school, and learner. Many instances of choice present in most classrooms, with feedback loops in place through Parking Lot, class meetings, etc.	Use feedback loops (class meetings, small group check ins, exit slips, parking lots, etc) to continue to address cultural issues as they arise in terms of behaviors, teamwork, etc. Deepen choice within learning through multiple assessments, performance tasks, etc.
	SV.CD.02		Leadership opportunities with real-life applications (speaking to the school board, letter to the editor)
	LE.CI.02	Most students are engaged in learning and aren't exhibiting <u>behavior problems</u> , rather they consider themselves part of circle of respect within their classrooms.	Implement or deepen goal-setting and monitoring behaviors as needed, with teaching of strategies to assist those still struggling with character skills

*...then they know;*

- *how close they are to the target*
- *what progress they have made*
- *what their next steps should be*

**Building Goals:**

- 1. . Create a learner Centered Culture**
- 2. Create procedural efficiencies to maximize student learning.**
- 3. Develop learning transparency.**
- 4. Increase student success rate.**

	DO	CHECK	
an overview.	Timeline with concrete roles, activities and responsibilities to meet goal.	What evidence will be reviewed to document progress toward goal?	What lessons le
2 a goal around	A. Make part of Friday Reflection a self-evaluation and goal setting exercise surrounding the Code of Cooperation.	Get student feedback about effectiveness of self-evaluations.  COC will be posted.	
what areas of the re successful with s learners and improve and are help students set wing the Code of	B. 1. Brainstorm with students: appropriate uses of technology, inappropriate uses, and what consequences should be for inappropriate use. 2. Discuss and create a COC in each class. 3. Find commonalities in differenc COCs and cobine. Bring back differences to classes and discuss/vote on what final COC should be for all classes. 4. Post and enforce technology COC.	Observe whether use of technology continues to be a problem. Get feedback from students as part of feedback in Friday Reflections.	
o create a eration.			

*...then they can set meaningful goals and take more control of their learning*

# Voice and Choice

- \* With clear learning targets, feedback, and self-assessment, the need for customized PD becomes very clear.
- \* Ways we've allowed voice and choice:
  - \* Making PD about demonstration of learning, not seat time
  - \* PreK-12 PD - self-selected sessions (topics generated as a result of self-assessment data)
  - \* Self-designed, self-paced projects based on learning targets and self-identified areas of growth
  - \* Choice within PD sessions - agenda created by participants based on need
- \* A caution

*If we give teachers voice and choice in how they learn and how they demonstrate their proficiency...*

### Learning Team Project Proposal

Group Members: Karen Theriault, Richard Dahlquist

Learning Team Block: 3A

Proposed Meeting Dates/Location: Room 230 Feb. 13, Mar. 26, Apr. 11, and May 6.

Learning Team Focus: Classroom Culture and Efficiency OR Transparency of Learning

Goal Statement	Activities	Evidence	Resources Needed
Develop a system for regularly giving student feedback	Research "Parking Lot" (how to create, how it works, etc.) Create a Parking Lot in the classroom Choose a method for quickly assessing students' level of understanding during class (Fist to Five, Thumb up, etc.) Research other ways to check understanding (a survey?)	The Parking Lot in the classroom A selected method used in class (Fist to Five, etc.) A survey created and given to students	Paper and sticky notes Articles/books with information and ideas on how to design the Parking Lot and on quick surveys Articles/books on criterion-referenced feedback
Establish a process for responding to student feedback	Develop activities to use with students who need extra help on a topic Develop a department wide policy on re-taking quizzes and tests	Worksheets/activities that give students extra practice in the area of weakness Quizzes/tests/projects/ and other assessment tools that allow students to demonstrate comprehension and competence	Books/articles/websites with ideas for assessing student comprehension and competence Time to create extra practice/assessments

## Second Semester Professional Development Plan Edward Little High School

### Choose a professional book or article

- Choose an article from a professional journal
- Choose an article from the teacher's room bulletin board
- Choose an article from the C.L. Resources Folder under "Conferences" on First Class
- Choose a professional book

**Read it!**

**Fill out a reflection card and give to Heidi or Pat in the library**

**Join a coffee talk at 2:30 pm in Room 123**

1 April  
9 April  
14 April  
1 May  
6 May  
15 May  
22 May  
28 May

**Plan your own professional conversation**

Meet with colleagues during your prep or after school

Create or join a padlet discussion  
[www.padlet.com](http://www.padlet.com)

Follow @EdwardLittlePD on Twitter

Tweet while you read

Participate in a #Sundayshareout

7 pm on  
13 April  
11 May  
8 June

**Please remember to fill out your log sheet.**



*...then new learning (and sharing) opportunities arise*

# Challenges and Next Steps

- \* Challenges we face

- \* Time

- \* Resources - mostly people

- \* PE/PG

- \* Too many learning targets

- \* Next Steps

- \* Identifying new ways to find time

- \* Cross-training our coaches

- \* Focusing in on something that many other things feed into (aligning the arrows)

- \* Providing anytime, anywhere learning opportunities for staff

- \* Using student recording and reporting system to facilitate teacher learning

*In Auburn, we have applied the principles of proficiency-based learning:*

- *clearly articulated learning targets*
- *frequent, formative feedback*
- *self assessing of proficiency*
- *voice and choice*

*to all learners...*



*...and are reaping the rewards;  
increased learning  
greater engagement  
forward progress*

*“Empowering life-long learners  
to succeed in a world yet  
imagined.”*